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can be most helpfully organized. In the teaching of any art it is the process which is taught; the process in the art of writing is in the thing the writer is trying to do, rather than in the quality he is, incidentally, trying to characterize it by. He is trying to write an interesting description; not trying to be descriptively interesting. He is trying to write a clear exposition; not trying to be expositively clear. None the less, when all is said, the book remains interesting, and that will redeem many a fault.

The Mechanics of Writing: A Compendium of Rules. By EDWIN C. WOOLLEY. Boston: D. C. Heath & Co., 1909. Pp. xxxi+396. \$1.00.

Written English: A Guide to the Rules of Composition. By JOHN ERSKINE and HELEN ERSKINE. New York: The Century Co., 1910. Pp. viii+70.

The weary reader of themes cannot open Dr. Woolley's book without being greeted by one or another of the 590 things that he wishes his students knew about English usage—590 because it is believable that this book covers, in its 590 sections, the whole field of those common errors over which he spends so repetitiously the energy he would like to devote to the more intellectual parts of his task as a teacher. This admirable book is a "compendium of rules regarding manuscript arrangement, spelling, the compounding of words, abbreviations, the representation of numbers, syllabication, the use of capitals, the use of italics, punctuation, and paragraphing." Its manner of presentation, with marginal gloss, with the wrong form clearly marked "wrong" and the corrected form clearly marked "right," with clear explanation and illustration, and with full indices, is admirably adapted to its use both as a book of ready reference and as a book of systematic study. Exercises at the end, adapted to the various parts of the text, increase the number of sections to 753. To these is added "a grammatical vocabulary explaining grammatical and other technical terms."

Written English is an attractively bound little book of the same kind but much briefer in scope and treatment. It is supplemented with chapters on letter-writing, prosody, and the commoner improprieties.

SHERLOCK B. GASS

THE UNIVERSITY OF NEBRASKA

The Legal Status of Rural High Schools in the United States, with Special Reference to the Methods Employed in Extending State Aid to Secondary Education in Rural Communities. By EDWIN R. SNYDER. (Columbia University Contributions to Education, No. 24.) New York: Columbia University, 1909. Pp. vii+225.

The author has divided his problem into two lines of investigation: first, an analysis of the legal situation in each state in regard to special state aid to high schools; second, an analysis of the effect produced by these laws. Three classes of laws exist: those that give special aid only by subsidies; those that give aid only by providing tuition; and those that provide for the payment of both subsidies and tuition. Nineteen states, at the time of the investigation, gave special aid to their high schools. After a careful study of the legal and actual situation,

the author makes these suggestions for granting special aid: first, a special subsidy should be given to those communities that can furnish the pupils necessary for a high school of one, two, three, or four years; second, all communities should be required to pay tuition and transportation for such high-school grades as they do not support, provided that in the case of the poorer communities a part of the expense should be borne by the state; third, schools receiving aid should be classified as "two-year" or "four-year," and certain minimum requirements made as to teachers, attendance, and course of study; and fourth, aid should be apportioned first upon the basis of this classification and second upon the basis of attendance.

Here is a type of study that can give valuable suggestions both to the instructor in school organization and supervision and to the school executive. To know how anything may be done best it is essential that we know how it has already been done. The historico-comparative method can nowhere be more effective than in administrative work. The vast amount of educational material in the school laws and reports of our various states has been but little utilized, and Dr. Snyder's study is a valuable object lesson in this respect.

It might have been better to indicate more clearly in the title that the book treats of the legal status of rural high schools only in regard to special state aid.

JULIAN E. BUTTERWORTH

THE STATE UNIVERSITY OF IOWA

Notes on the Development of a Child, II. The Development of the Senses in the First Three Years of Childhood. By MILLICENT WASHBURN SHINN. (University of California Publications, Education, Vol. IV.) Berkeley: The University Press, 1907. Pp. 258. \$2.50.

Moto-Sensory Development. By GEORGE V. N. DEARBORN. Baltimore: Warwick & York, 1910. Pp. v+215. \$1.50.

These two books deal with the same period of childhood but in a very different manner. Miss Shinn does not present any new material, but organizes the facts which she and other investigators have collected, and puts them into coherent form so as to bring into relief the course of development of mental functions in the infant. Professor Dearborn, on the other hand, presents, in the form of a diary, the comparatively unorganized results of observations of an infant.

Whatever may be the ultimate value of the two contributions, that of Miss Shinn is in much the more serviceable form. She has been very skilful in developing and presenting a unified view of the early development, especially perceptual, of the child. She has shown clearly the interweaving of the analytic and synthetic processes by which the sensory field becomes cleared up. In this she treats, of course, of movements as well as sensations. She relates the mental development to the underlying development of the nervous system, referring especially to the work of Flechsig. In this connection her remarks on the recapitulation theory are worth quoting:

"One is quite misled by the ontogenetic and phylogenetic parallel, if one supposes the senses or the mind of a baby are really those of a lower animal.